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ABSTRACT

The film service program described in this handbook defines selection procedures that facilitate ordering and scheduling of instructional films. The internal structure of the program (i.e., the group leader concept) provides for student involvement at varying levels of responsibility. Once in operation, the program should relieve the professional building audiovisual coordinator from a great deal of direct involvement in the clerical administration of the instructional film program. Illustrations of forms used in each step of the program are given. (MF)

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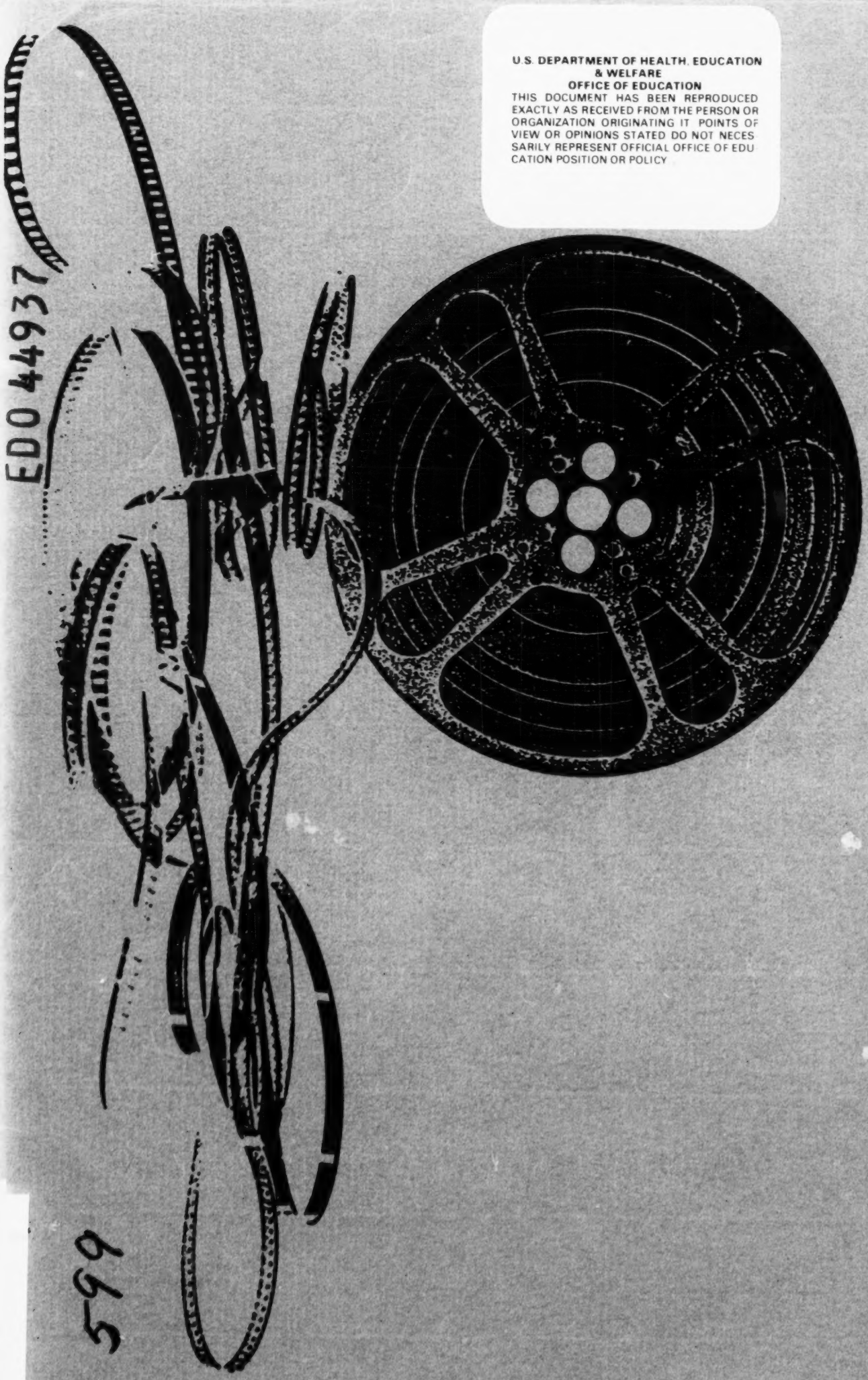

ELWOOD 599

PROCEDURE FOR SHOWING FILMS...

IS THERE A STANDARD PROCEDURE or a standard formula for using an educational film?

The answer is No! The preparation, presentation follow-up pattern may not be desirable under all circumstances

Select the film...

Select not just a film but a specific film that will do a specific job. The motion picture should be an integral part of the frame work of the lesson. Consider the following:

-Your objective.

-The film sources.

-The film evaluation.

-A preview, if possible.

-Ordering well in advance.

Prepare Yourself...

View the film yourself prior to class use.

Study prepared notes taken during advance viewing.

Prepare a plan to incorporate the film into your unit.

Check the possible reviews of the film in educational journals.

Prepare the Room...

Create the best possible conditions for viewing:

-Darkened room.

-Good screen sight lines from all seats.

-Projector speaker placed where all can hear.

-Ventilation of air if the room is crowded.

Prepare your Pupils...

Help the learners plan their search for information before they see the film by:

-Assisted collateral reading.

-Discussion of topics.

-Listing points to be watched for.

-Listing questions to be answered.

-Pre-tests or inquiries.

-Comments by the instructor to clarify difficult spots in the film

Anticipate vocabulary problems which may interfere with comprehending the film.

Introduce the film by using positive remarks that--

--increase interest and expectancy in what is coming.

--point out "fleeting sequences" that might be missed.

If necessary introduce the film by using negative remarks which--

--indicate a poor quality of film or sound track, accents, dated material, etc.

Conduct the Follow-up...

Give the students an opportunity to evaluate the learning derived from the film.

Provide follow-up activities which develop naturally from viewing, such as:

-Collateral reading.

-Discussion.

-Organization of class or individual projects.

-Expression through writing.

-Dramatic plays.

-Problem solving.

ED044937

ADMINSTRATING AN INSTRUCTIONAL FILM PROGRAM: A Handbook for the Building Audiovisual Coordinator

By

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MONA SHORES SCHOOLS
Muskegon, Michigan

EM008599

PREFACE

THE use of motion pictures as a communication tool in the classroom has contributed much to increasing the effectiveness of the teacher. Today, the educational utilization of films is recognized as a vital component of an instructor's instructional repertoire.

THIS handbook was written particularly for the individual within a school building --- audiovisual coordinator, media specialist, librarian, or whatever he may be called --- who is directly responsible for providing film service to teachers. This model which will be developed on the following pages of this handbook is not theoretical. It is, on the contrary, a time-tested system which has proven to be exceptionally effective for the ordering, booking, and screening of instructional films at the secondary level (grades 7-12).

FROM the outset, it will become obvious to the reader that the structure described can be easily extrapolated to the administration of other commonly used audiovisual equipment and materials. This extension of the model should be kept in mind.

C. St.L.
T.G.L.
Muskegon, Mich.
May, 1970

Acknowledgment

A publication of this sort could not have happened without the generous help and enthusiasm of many people: The various teachers who through the years helped develop the system. The Administration of Mona Shores Schools, in paritcular, Superintendent William A. Luyendyk, and High School Principal C. William Hanichen. Thanks also to all the hundreds of student assistants without whose help this program would not have existed.

Lastly, for their kind support, the authors wish to thank the Mona Shores Board of Education: Orville Janis, Lyle Williams, Otto Ross, Evelyn Hradsky, Donald Arnson, Stan Broutman and Leigh Stevens.

Muskegon, Michigan
June, 1970

C. St. Louis
T. Lee

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INTRODUCTION

A MOTION PICTURE is a powerful means of communication. It is essentially a multiple method of communication combining sight and sound. It is especially effective as a technique for telling a story. It represents facts realistically. It dramatizes human relations and events. It arouses emotions. It transmits attitudes. It depicts imagination. It can enable one to see the unseen.

BECAUSE of these characteristics, the motion picture was recognized early as an instructional tool. Educational films were first shown in a very few scattered school auditoriums around 1911, when the Edison Company started making them, and gradually they have been shown more often and in more places ever since. Thomas Edison, who never had much formal schooling himself, was a great believer in education and was certain that movies could play a tremendous role in providing it.

RESEARCH has justified Edison's faith in the motion picture. Expermental studies of film use have shown that when films are used properly, the rate of learning and retention is increased. Not only do films expedite the rate of learning, but they increase its scope.

MANY things are learned from the various types of motion pictures. The educational film, however, is one deliberately designed to make its audience remember something, do something, or feel differently toward something as a direct result of the showing. Such films may range from the narrowly didactic to the highly dramatic. Or from a simple "how-to-do-it" film to one on the complex problem of race relations. In either case, the truly educational film must maintain objectivity of idea and accuracy of factual content.

THE biggest boom in educational films followed World War II and has increased ever since. In the post war decade, hundreds of classroom films were produced in the U.S. by organizations like Encyclopaedia Britannica Films, Coronet, and McGraw Hill. The value of certain entertainment or feature films was brought to a focus in this same era, and portions of Hollywood features were excerpted for school use. At present, many full length feature films are available to educators on 16 mm. film.

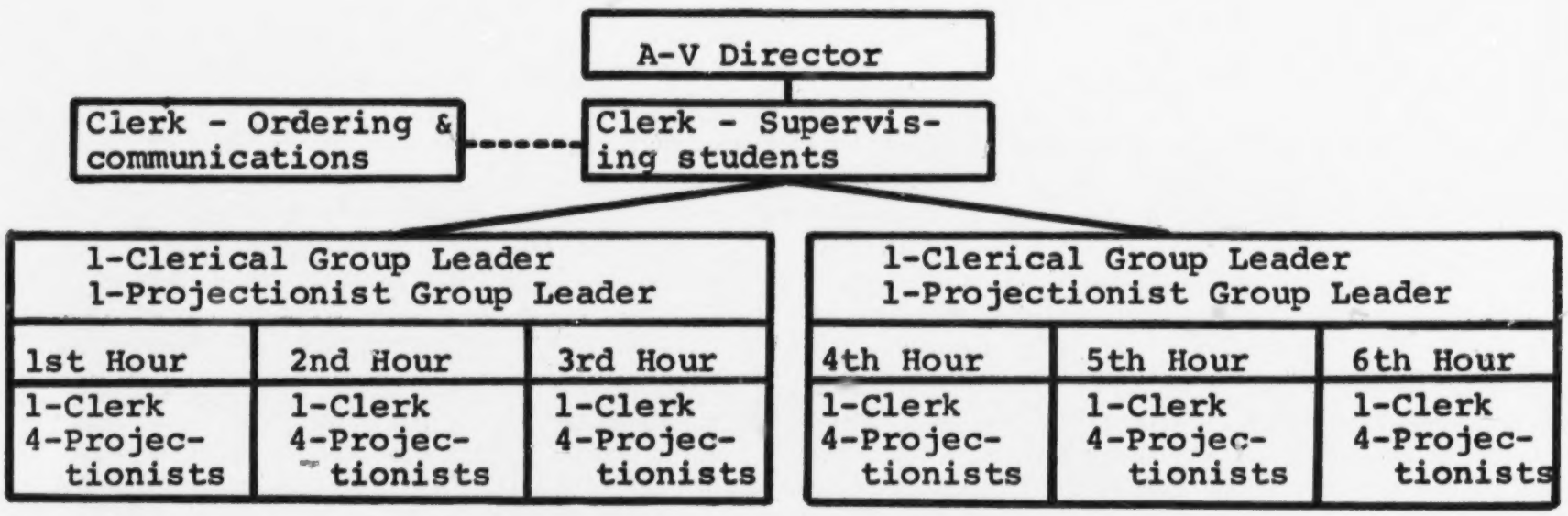
TODAY, as never before, educators find themselves able to obtain all kinds of equipment and materials to develop and support an instructional film program --- a program which is often the core of a school's audiovisual services. This handbook is designed to help: (1) The administrator who does not have the services of a media specialist at least get his program "off the ground"; (2) The librarian who feels the need for expanding his knowledge and skills concerning the implementation of film services; and (3) The teachers in schools of library science and audiovisual education who wish to present their students with a tested model of a film service program.

THE film service model described in this handbook is a highly structured one. It is based around a seemingly plethora of forms,

memos, checklists, direction sheets, etc. which organize and control all aspects of the film program, i.e.: ordering of the films, confirmation procedures, arrival of the films, booking procedures, and the actual showing of the films by projectionists. Each form and procedure has been thoroughly tested by use and has been found to be essential to the total operation of the film service model.

THE running of such a program requires many individuals: professional, clerical, and student. However, the basic concept underlying this film service model is one of *student service*. The proper running of this model presupposes that the school structure is organized so that students in sufficient numbers can be available to work in the program. This is not to suggest an explotation of students. On the contrary, the responsibilities given to students within this model are highly structured, worthwhile activities and students should receive credit (preferably academic) for these experiences.

THE schematic below structures a recommended clerical and student staff for a film program in a high school of about 1,600 pupils and 60 teachers using about 1,200 films per school year. This basic structure,



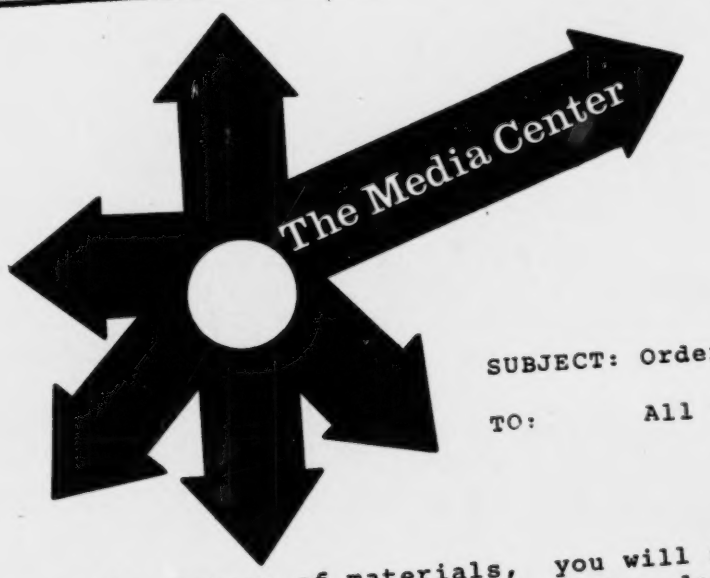
with appropriate adjustments in staff size, could be applicable to any size school.

INHERENT in the schematic are some organizational configurations and key personnel which the authors feel are mandatory if the model is to function.

THE choice of the proper clerk to supervise students is essential to the program. Primarily you are looking for a non-professional reflecting the strong, respected traits of a leader of youth working for a common cause. This person could be likened to a coach and his team able to withstand the day to day pressures and constant demands of an almost assembly-line service. The crux of this person must be directed toward an interpretation of the entire program which makes it meaningful and vital to all concerned.

ALSO important is the choice and concept of the group leaders. The group leader structure does much to maintain continuity within the program, since such individuals work for a three-hour block of time. Group leaders are upperclassmen, such as seniors, who have completed most of their academic requirements towards graduation.

ON the following pages of this booklet, you will find the specific forms and procedures which unite to create a most efficient program for the administration of educational films.



Mona Shores High School
1121 W. Seminole Road
Muskegon, Michigan

Monday, April 14, 1969

SUBJECT: Ordering films for next year.

TO: All teachers.

In this package of materials, you will find (if you used any films this year) a pile of 3"x5" cards with the title, dates you used the film(s), color, price, ordering source, name of the teacher ordering (probably your name) and the department for which it was ordered.

Use these 3"x5" cards as a reference tool for ordering films for next year. We do want these cards back as well as all of the data enclosed for your use and reference. It is part of our program to keep all of your requisitions, movie arrival notices, booking charts, inventory cards, etc., year after year so that a fixed reference guide can be structured as to what materials teachers in the past have used for teachers in the future. We now have complete records on what items each teacher has used in our department beginning with 1965.

Also enclosed in this package are a series of sheets. Three of these sheets are your order forms for next year. They can be identified by their structure; the first of these sheets is numbered one through twenty, another - twenty-one thru forty, and the third forty-one thru sixty. Along with the order forms is enclosed a mockup of next year's school calendar. This is to aid you when ordering to make sure you do not schedule a film during a vacation, holiday, etc. This calendar can also be used as a tool to help you begin to plan your lessons and teaching units due to the necessity of advance scheduling of films.

We suggest that you list the preferred films on the three order forms then place the corresponding number of each film onto the accompanying mockup calendar. Place the film's number, ie. - film number one: 1. "Hormones", in the empty squares on the calendar which represent the date(s) you will require the film. This will aid you in scheduling your films more effectively and will also help us in ordering your films.

If you teach a semester course and plan to teach the same subject both semesters using the same films, it is possible to duplicate your order by coding the twenty weeks of the first semester with the twenty weeks of the second and repeat the same list according to the placement of the week on the calendar.

Finally, we have enclosed in this package special instructions on how you and the A-V Department can research films for the various subject areas you are considering to teach next year. These instructions and the examples they illustrate are very similar to the forms and charts mentioned above on this memo. If you have any questions please feel free to stop in and see us at any time.

NOTE: WE MUST HAVE ALL ORDERS FOR NEXT YEAR'S FILMS IN BY MEMORIAL DAY!

Please make sure all orders are approved by your department chairman before they are submitted to us. Have your chairman initial all order forms or see us about restructuring or changing your orders.

C. St. Louis
A-V Director

THIS is basically a model constructed of facsimile letters and forms. With a careful reading of these documents and attention to the overall continuity of presentation the reader should have no difficulty in working his way through this administrative model.

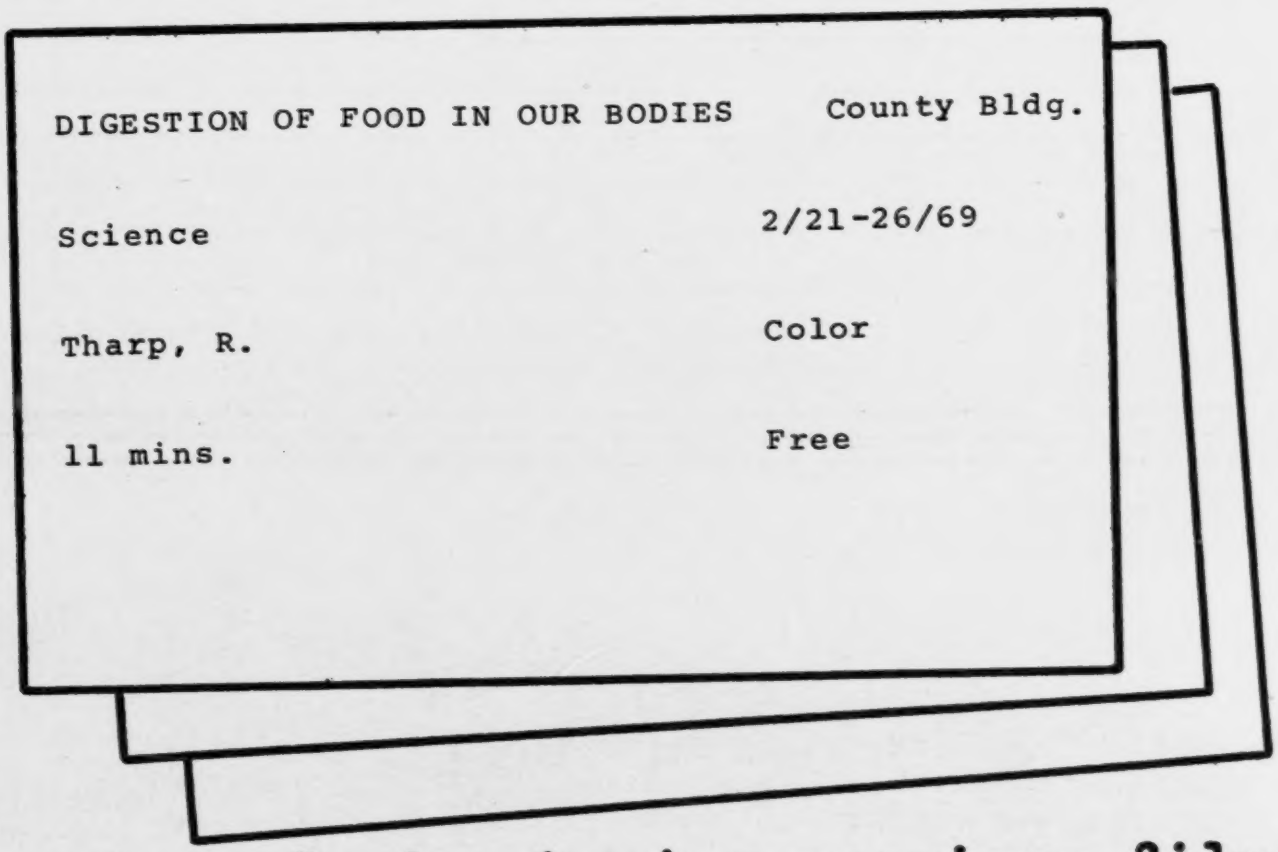
COMPILATION OF THE BASIC FILM ORDER

THE year's basic film order should be begun in the Spring of the preceeding year. This ordering activity is initiated when all teachers are sent an "ordering package" which contains: inventory cards, ordering sheets, the coming year's calendar, and information on topic research.

THE explanatory letter to this ordering package (page 10) delineats in specific detail what a teacher must do to successfully complete his film order for the coming year.

THE Inventory cards contain information on films used by the teacher during the current year. This gives the teacher the necessary information to re-order films which have proved valuable. Similar information on films used during previous years is also available upon request, since these cards are retained on file for such reference use. The inventory cards themselves are prepared at the time the films are confirmed, a procedure which is described in further detail on page 22.

ALSO included in this initial ordering package are order sheets



Inventory Cards showing previous films used by teacher

Ordering Sheets with room for sixty film titles

FILM ORDER FORM FOR: _____ DEPARTMENT CHAIRMAN'S APPROVAL: _____ DATE SUBMITTED: _____ A-V DIRECTOR'S APPROVAL: _____

	TITLE:	DATES REQUIRED:	COLOR:	LENGTH:	CATALOG WHERE FOUND:	PG.	COST:
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

Place the corresponding numbers on the mockup calendar indicating the date(s) you require the film.
If additional space is required for ordering films use the attached sheets 21-40; 41-60

which provide space for sixty film choices. In addition to space for the normal descriptive data (i.e., title, color, length, cost) the form requires the teacher to indicate the catalog and page number in which the film is listed. This information is necessary for re-checking before actual ordering can take place.

ONE of the most common problems teachers have in structuring

Mock-Up of the coming year's school calendar

their orders is effectively pacing the show dates of the films requested. As an attempt to practically alleviate this recurring problem a small mock-up calendar of the coming school year is prepared and included in the ordering package. Vacations, holidays and special events are noted so that films are not scheduled during these exceptions to the school year.

THE mock-up calander will also be used as a coding sheet when the teacher prepares his total film order.

OCCASIONALLY teachers will want to order films on subject areas for which they have no specific titles in mind. At this point they can refer to the various selection tools provided in the Media Center, or utilize "Topic Research" a service offered by the Media Center staff. The exact procedure for such a service follows on the next two pages.

JANUARY 1969

Week No.	Mon.	Tues.	Wed.	Thurs.	Fri.
18			1	2 *School resumes*	3
19	6	7	8	9	10
20	13 *exams*	14 *exams*	15 *exams*	16 *exams*	17 *End 1st. Sem.*
21/1	20 *Begin 2nd. Sem.*	21	22	23	24
22/2	27	28	29	30	31

FEBRUARY 1969

Mon.	Tues.	Wed.	Thurs.	Fri.	Week No.
3	4	5	6	7	23/3
10	11	12	13	14	24/4
17	18	19	20	21	25/5
24	25	26	27	28	26/6

MARCH 1969

27/7	3	4	5	6	7
28/8	10	11	12	13	14
29/9	17	18	19	20	21 *End grade per. #3*
30/10	24	25	26	27	28
31/11	31				

APRIL 1969

	1	2	3	4 *Dismiss at noon*	31/11
7	8	9	10	11	32/12
S P R I N G		*V A C A T I O N*			
14 *school resumes*	15	16	17	18	33/13
21	22	23	24	25	34/14
	28	29	30		35/15

SUBJECT **Topic Research**

TO: All department chairmen and interested faculty members.

I have noticed a certain degree of difficulty and confusion on the part of teachers attempting to effectively research and locate quality films to order for the coming school year. Since this apparently seems to be a problem on the part of most teachers due to the lack of time, selection tools and basic information on where to go and what to look for - - - - - I recommend that the following procedures be followed:

Submit to me, on a slip of paper or on a form similar to the one on the bottom of this memo, a listing of the general subject areas, periods, themes or topics you are considering to cover with films. We will then research and return to you a listing of recommended films to which we have access and can cover with our budget.

This list will state the title of the film, the color, the length as well as the catalog and page number where it was found. All you need to do is check the catalog for a complete description of the film or check with us and we will tell you if anyone on our staff has previously used the film to give you a first hand evaluation. After you have made you final selections then fill out one of our standard order forms, submit it to us after it has been approved by the department chairman and we will process it for you.

We have made a mockup of next year's calendar which includes all vacations, marking periods, special days off and school week numbers. This tool is for you to use while selecting preferred show dates for the films you require. All that you have to do is place the corresponding number next to each movie title onto the calendar spaces representing the calendar dates you will require the film(s). This will enable you, your department chairman and our department to keep an adequate balance of film flow, coordinate and solve unnessary duplication as well as illustrate to you a total picture of your film program for the year at a single glance.

Allow us to work for you and your needs for media materials. We will be more than pleased to serve you in any way we can along the lines of information and instructional material usage.

C. St. Louis
A-V Director

detach here *detach here* *detach here*

To the Mona Shores Media Center: (date:) _____

The following are the general subject areas around which I am interested in covering next year with films. Please research these areas and return you findings to me as soon as possible.

Signed:

(your signature)

AREAS TO RESEARCH

1.
2.
3.
4.
5.
6.
7.
8.

...edia Center:

...y are the general subject areas around which I am (date:)
...ed in covering next year with films. Please research
...se areas and return you findings to me as soon as possible.

Signed: Roger Tharp
(your signature)

AREAS TO RESEARCH

1. Physiology
2. Cells
3. Famous Scientists
4. Ecology
5. Future Direct
6.

TO: Roger Tharp Date: April 29, 1969

We have received the list of general subject areas you wished us to research. The following is our computed list of recommended films for your subject areas. Please select the films you prefer, relist them on the accompanying order forms and place the corresponding number of each film on the attached calendar for next year. NOTE: Additional film titles can be prepared if you feel that the following is insufficient.

C. St. Louis A-V Director

SUBJECT AREA PREFERRED	RECOMMENDED FILM	BW or C	LENGTH	CATALOG	PAGE
(1) Physiology	1. Fundamentals of the Nervous System	C	16	msu-um	187
"	2. Hormones	C	28	um	223
(2) Cells	3. Cells and their functions	BW	14	um	75
"	Mit...			...um	330
(3)					
(4) Ecology	9. This Vital Earth	C		msu-um	492
"	10. World in a Marsh	C	22	um	552
(5) Future Directions of Science	11. Fantastic Voyage-Feature	C	105	Films Inc	97
"	12. World of Jacques Yves Cousteau	C	48	um	552

General topics researched by the A-V staff and returned to teacher for approval

Specific topics selected and placed on order form

AFTER a teacher has reviewed all previously used fi..ms, researched current selection materials, and perhaps utilized the research service offered by media personnel, he is ready to record his order on the forms provided.

ALL information must be carefully entered, as illustrated on the facsimile below. The teacher's department chairman as well as the audiovisual director must approve the order to insure for overall curricular appropriateness and continuity as well as financial feasibility.

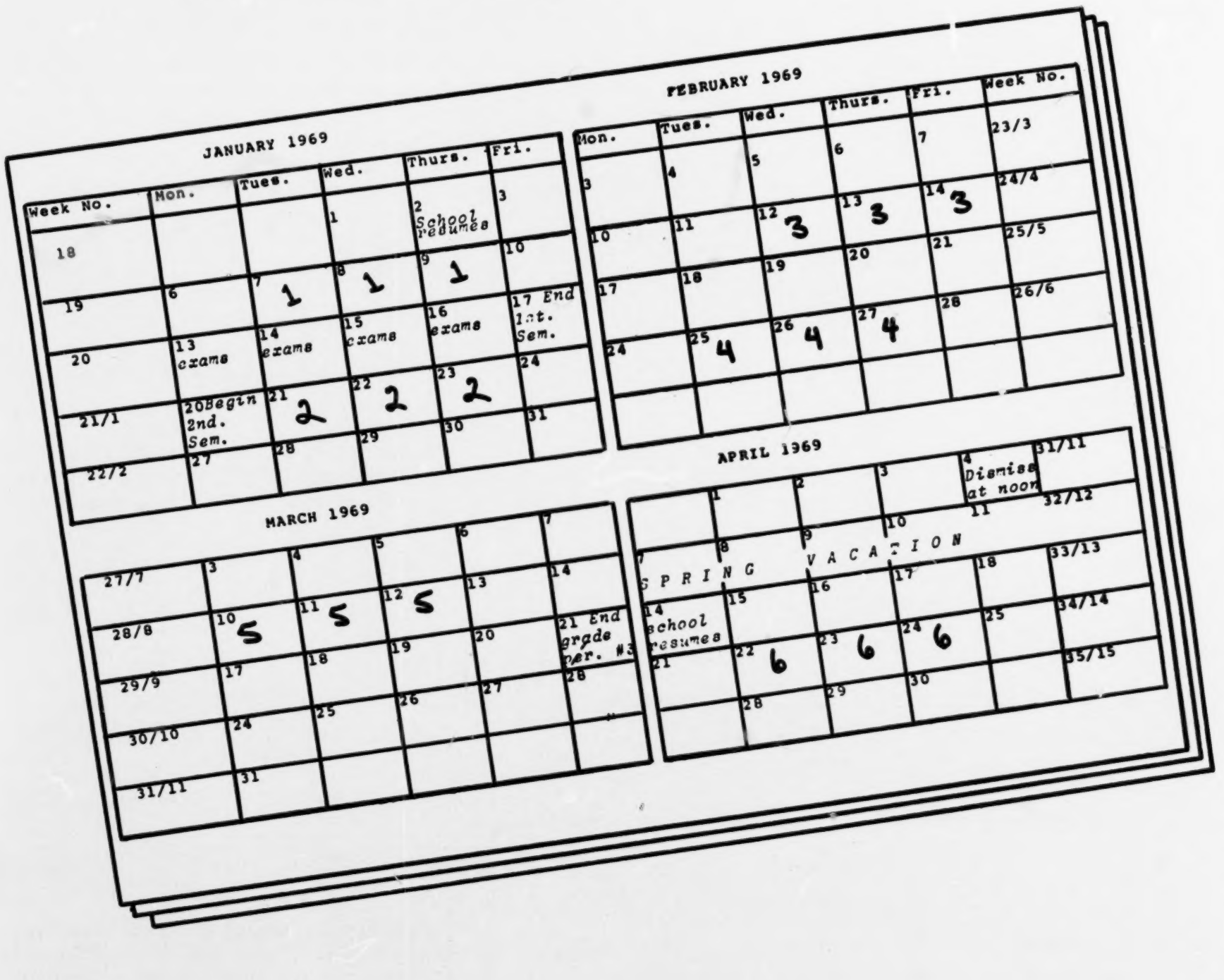
NEXT the corresponding number of each film is placed on the mock-

FILM ORDER FORM FOR: Roger Thorp — DEPARTMENT CHAIRMAN'S APPROVAL: H. Suffield — DATE SUBMITTED: May 18, 1969 — A-V DIRECTOR'S APPROVAL: O.K. C. St. Jacob

	TITLE:	DATES REQUIRED:	COLOR:	LENGTH:	CATALOG WHERE FOUND:	PG.	COST:
1.	Fundamentals of Nervous System	1/7-9/70	C	16	MSU-UM	187	5.75
2.	Hormones	1/21-23/70	C	28	UM	223	8.50
3.	Mitosis	2/12-14/70	C	23	MSU-UM	330	7.50
4.	Madame Curie	2/25-27/70	BW	124	Films, Inc.	70	22.50
5.	This Vital Earth	3/10-12/70	C	10	MSU-UM	492	4.00
6.	Fantastic Voyage	4/22-24/70	C	105	Films, Inc.	97	50.00
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

Place the corresponding numbers on the mockup calendar indicating the date(s) you require the film.
If additional space is required for ordering films use the attached sheets 21-40; 41-60.

School Calendar coded with specific material's number


JANUARY 1969
Week No. Mon. Tues. Wed. Thurs. Fri.
2 School resumes
1 1 1
13 exams 14 exams 15 exams 16 exams 17 End 1st. Sem.
20 Begin 2nd. Sem. 2 2 2
FEBRUARY 1969
Mon. Tues. Wed. Thurs. Fri. Week No.
3 3 3
4 4 4
MARCH 1969
5 5 5
21 End grade per. #3
APRIL 1969
4 Dismiss at noon
SPRING VACATION
14 School resumes
6 6 6

up as shown above.

ONCE all the necessary forms have been accurately completed and signed, the order is ready to be processed by student and adult clerks.

THE film entitled "Hormones" which was located during a topic research for Roger Tharp (page 15) and later selected by that teacher for his film order (page 16) will be used as an example. It will be traced through the various steps from ordering until the time the film is screened for students.

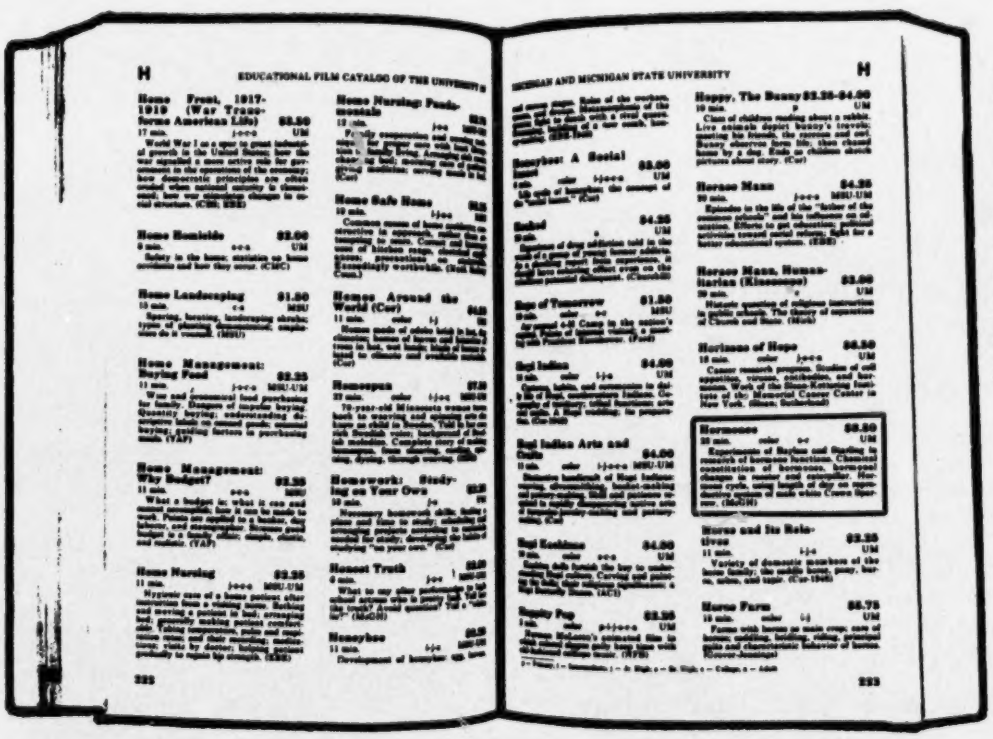
ORDERING OF FILMS

THE first step of the ordering procedure is to double check the data provided on the teacher's order form, particularly source and rental price. Below the film "Hormones" is checked against The University of Michigan-Michigan State Joint Film Catalog.

A CHECK is also made as to whether or not the same film has been requested by another teacher. If this does occur, an attempt is made to compromise the use dates of the requested film to one mutually accepted time. For a situation such as the aforementioned, the film use time would be extended from the standard three day period to anywhere from five to ten days, depending on how many teachers require the film. It should be noted that renting the film for a day or two longer than the standard three day period is usually less expensive than renting the film for two seperate showings.

AFTER the number of days the film will be required is determined the film can then be ordered. This is done by using the preferred order form usually provided by the film rental source. When no form

Order checked against catalog for accuracy of data



Hormones **$8.50**

28 min. color s-c UM

Experiments of Bayless and Starling in research of hormone functions. Chemical constitution of hormones, hormonal changes in rooster and caterpillar. Hormone cycle, using length of day on reproductive system of male white Crown Sparrow. (McGH)

Date May 21, 1969

THE UNIVERSITY OF MICHIGAN
AUDIO-VISUAL EDUCATION CENTER
416 FOURTH STREET
ANN ARBOR, MICHIGAN 48104

Conf. No. _____

ORDER BLANK

PP	Spec	Per pk up	Trck	bk date

Film to be sent to:
Name Charles St. Louis A-V Director
Organization Mona Shores High School
Address 1121 W. Seminole Rd.
STREET
Muskegon Michigan 49441
CITY STATE ZIP

Bill to: (if different from address at left)
Mona Shores Schools
NAME
3875 Grand Haven Rd.
STREET
Muskegon Michigan 49441
CITY STATE ZIP
— NONE — Direct Billing.
PURCHASE ORDER NUMBER

Confirmation to be sent to Charles St. Louis

May materials be scheduled on first available date? Yes X No____ Within 2 weeks Yes Within Semester NO

Special instructions from Borrower 3/4 available in B&W and Color - Always book color first.

LEAVE BLANK	FILM NO. LEAVE BLANK	NAME OF FILM (ONE TO A SPACE)	CHOICE OF DATES	USE DATE LEAVE BLANK	LEAVE BLANK
		So. ..... Si. ..... Reels ..... HORMONES	1. 1-21-23-70 2. 1-27-29-70 3. 1-29-31-70		
		So. ..... Si. ..... Reels	1. 2. 3.		
		So. ..... Si.			

Proper order form filled out and mailed to distributor

is provided a form letter may be subsituted and usually causes no problem. Since "Hormones" is to be rented from the University of Michigan's Audio Visual Education Center the preferred form from that rental source is utilized. Note that the U.of M. requires that three choices of film use dates be listed.

ONCE the order form has been submitted to the distributor a per-

2.
3.

(OVER)

Film confirmed by distributor

CONFIRMATION NOTICE

029305E

SHIP DATE	USE DATE	RESHIP DATE	PICKUP
1/14/70	1/21-23-70		

FOR RENTAL OF:

FILE NO.	TITLE	REELS	CHARGE
3243	HORMONES	C2 3/4	8.50

PLEASE KEEP THIS COPY FOR REFERENCE TO THE MONTHLY STATEMENT OF YOUR ACCOUNT

MONA SHORES HIGH SCH
1121 SEMINOLE RD
MUSKEGON, MICH 49441

The University of Michigan
AUDIO-VISUAL EDUCATION CENTER
416 Fourth Street
Ann Arbor, Michigan 48103

DATE BOOKED
181

PURCHASE ORDER NO.

TOTAL CHARGE
8.50

iod of ten days to two weeks usually elapse before a reply is received --- generally in the form of a confirmation notice. If ordering has been initiated far enough in advance the chances are great that most films ordered will be confirmed on or near the dates requested.

SINCE most film distributors ship films anywhere from seven to ten days before the scheduled show date (note that Michigan ships a week in advance) most films arrive two to three days before the requested show date. This suggests that it is perhaps a good policy to order films with show dates towards the middle or end of a week, so that the actual time the film is available for use can be extended.

IT might also be mentioned at this point that a strict policy of returning rental films on the day after the rental period should be strictly adhered to.

ONLY until the confirmation notice is received can the film definitely be considered as coming. It is at this point that the various book work can begin to structure the use of the film.

FOR each film confirmed a seperate individual film schedule is

Specific Film Schedule Form filled out for each confirmed film

prepared. This is a two sided form giving data about the film on one side and a two week scheduling calendar on the reverse side. Note that the dates for which the film was confirmed are placed on the reverse side.

ALONG with this procedure inventory cards (page 22) on each film are prepared in duplicate and filed in two (2) files, by:

TEACHER - Each teacher is assigned a number and this copy of the card is filed behind the teacher requesting the film. If more than one teacher requests the film then additional cards should be prepared.

FIRST SHOW DATE - A file with a divider for each day of the school year is prepared and this card is filed behind the first show date divider.

BOTH of these files have a vital place in the total structure of

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:		1-21-69	1-22-69	1-23-69	
1st.					
2nd.					
3rd.					
4th.					
5th.					
6th.					
DATE:					
1st.					
2nd.					
3rd.					
4th.					
5th.					
6th.					

Hormones
FILM TITLE:

1/21-23/1970
USE DATES:

Roger Tharp
PERSON ORDERING FILM:

Science
DEPARTMENT:

McGh.
PRODUCER:

Univ. of Mich.
DISTRIBUTOR:

28 Mins.
LENGTH OF FILM:

1961
YEAR RELEASED:

$8.50
FEES:

Color (X)
B & W( )

GRADE LEVEL OF FILM: p i (j) (s) (c) (a)

Comments:
in ( )
out ( )

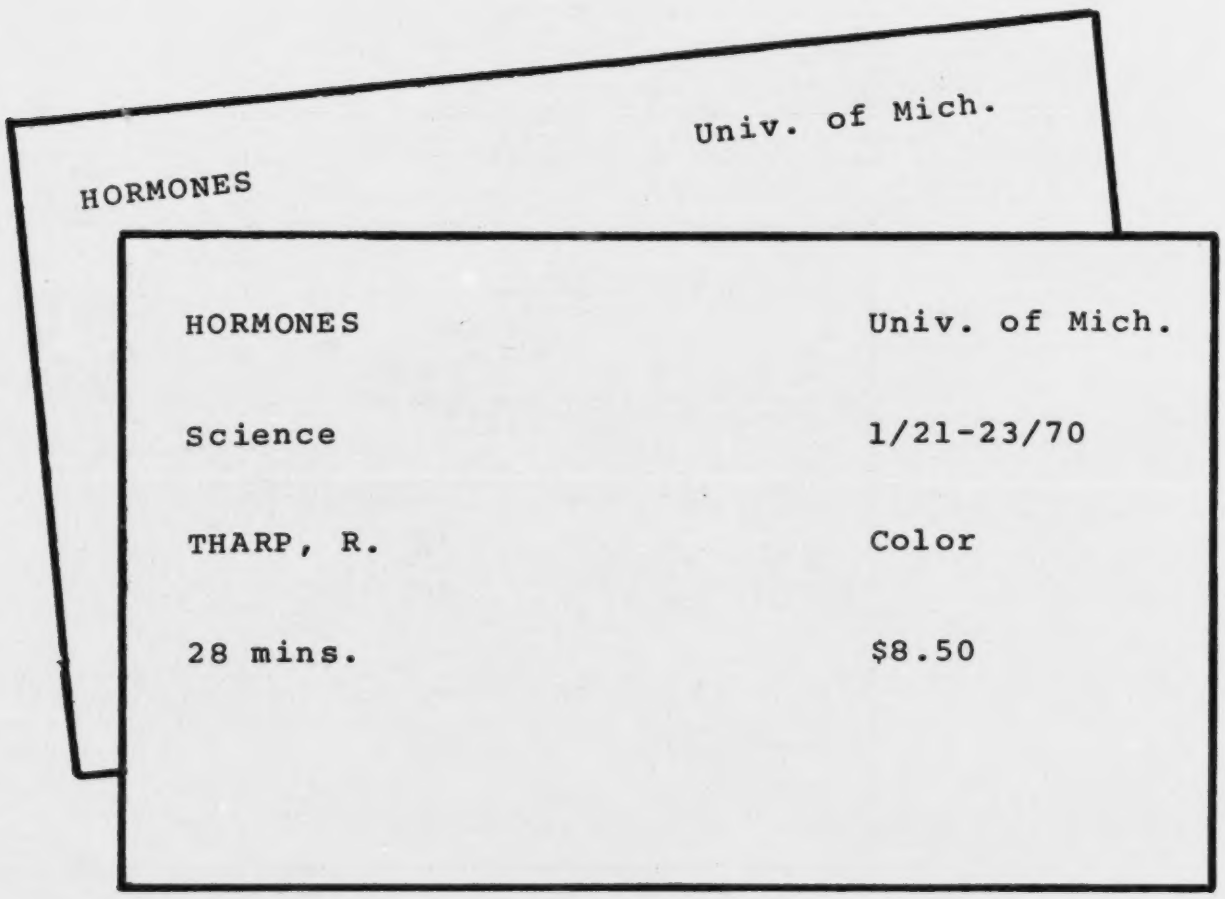
Inventory Cards

the entire film program. The Inventory Card, filed by teacher, is used as already discussed (page 11) as a reference tool in preparing yearly film orders.

ABOUT two weeks before the school year commences a Master Confirmed Film Catalog containing all confirmed films to date is prepared and duplicated for each teacher in the school, but preferably throughout the school district. This publication is compiled by organizing the inventory cards which were filed by first show date and reproducing the data in catalog form.

ONCE a teacher learns that a requested film has been confirmed it is his responsibility to fill out the necessary requisition so that the audiovisual department can book the specific use of the film. The fact that a teacher has ordered a film does not insure that it is for his use only, and once the film is listed in the Master Confirmed Film Catalog any teacher is free to schedule its use. More about the booking procedure will be described starting on page 29. However, it should be emphasized that one of the strengths of this administrative model is its ability to completly schedule a film's use, equipment, projectionists and all, weeks or even months in advance of the films arrival at the building.

SINCE all confirmations are not in by the time the Master Con-



MASTER CONFIRMED FILM CATALOG

	Date	Color	Length
olution	11/5-7/69	C	28 min.
tic Induction	11/5-7/69	C	13 min.
ction and	11/5-7/69	C	28 min.
ormers Work	11/6-10/69	C	15 min.
aboratory Study	11/12-14/69	C	15 min.
Life	11/12-14/69	C	28 min.
l Generation of ricity	11/13-17/69	C	15 min.
ides (Bay of Fundy)	11/17-21/69	B&W	14 min.
on Water	11/17-21/69	B&W	16 min.
ng Characteristics Common Induction otors	11/20-24/69	C	15 min.
spheric Pressure	11/24-28/69	B&W	10 min.
ruducing Chemistry: Formulas and Equations	11/24-28/69	B&W	11 min.
drocarbons and Structures	11/24-28/69	B&W	14 min.
louds	12/1-5/69	B&W	10 min.
Introduction to Jet Engines	12/2-4/69	B&W	14 min.
Chemical Machinery	12/3-5/69	C	28 min.
Split-Phase Motor Principals	12/3-5/69	B&W	17 min.
Antenna Fundamentals Propagation	12/10-12/69	C	12 min.
Jet Propulsion	12/10-12/69	B&W	12 min.
Cell Respiration	12/15-17/69	C	28 min.
Restless Sea	12/19-21/69	C	60 min.
Climates of N. America	1/5-9/70	B&W	17 min.
High Artic Biome	1/5-9/70	C	23 min.
Tropical Rain Forest	1/5-9/70	B&W	17 min.
DNA: Molecule of Heredity	1/19-23/70	B&W	16 min.
First Many-Celled Animals	1/19-21/70	C	15 min.
The Invertebrates	1/19-23/70	B&W	28 min.
Path to Space	1/20-22/70	B&W	14 min.
Galvani and Volta	1/21-23/70	B&W	15 min.
Hormones	1/21-23/70	C	28 min.
Mitosis	1/26-30/70	B&W	24 min.
Stinging Celled Animals	1/26-28/70	C	16 min.
Density Altitude	1/27-30/70	B&W	29 min.
Life Cycle of a Moss	1/28-30/70	B&W	10 min.
The Role of Ion Exchange	1/29-30/70	C	25 min.
Heat Worms	2/2-4/70	C	16 min.
Parasite Heat Worms	2/2-4/70	C	16 min.
Exploring the Edge of Space	2/3-5/70	C	19 min.
Life of the Angiosperms	2/4-6/70	C	28 min.
Measurement of Electricity	2/4-6/70	B&W	11 min.
Life Story of the Earthworm	2/9-13/70	B&W	15 min.
Series and Parallel Circuit	2/11-13/70	B&W	11 min.
Theories of Development	2/11-13/70	C	28 min.
Using Ohms Law to Understand Circuits	2/19-23/70	C	15 min.
Life Story of the Snail	2/23-27/70	B&W	15 min.
Mollusks	2/23-25/70	C	16 min.
Electrical Circuit Faults	2/25-27/70	B&W	19 min.
Life Story of the Crayfish	3/2-6/70	B&W	15 min.

Weekly supplements prepared to the Master Confirmed Film Catalog.

firmed Film Catalog is printed, and because ordering and confirming take place continually all year long, a supplement must be provided to bring the Master Catalog up-to-date. This list can be prepared whenever the quantity of newly confirmed films merits it. In the model described, however, a weekly supplement was required.

ANOTHER great help to teachers is the preparation of "Next Weeks

SUPPLEMENT NO. 1
TO THE CONFIRMED FILMS CATALOG
MONA SHORES HIGH SCHOOL MEDIA CENTER

DEPARTMENT				
Business Studies	The Secretary: The Normal Day	9/29-10/69		
	Right at the Typewriter	10/21-23/69	B&W	29 min.
	Bettger Story	10/6/69	B&W	32 min.
English	Hamlet	10/1-3/69	C	127 min.
Fine Arts	Mozart - His Music	10/9-11/69	B&W	14 min.
Home Ec.	The Effect of Heat on Milk	10/13/69	C	11 min.
Physical Education	Building Your Swing	10/7/69	C	27 min.
	Grip and Stance	10/7-9/69	B&W	10 min.
	Sping Away	10/14/69	C	10 min.
	Nine Bad Shots of Golf	10/14/69	C	10 min.
	Play Better Golf, Part I	10/21/69	B&W	9 min.
	Play Better Golf, Part II	11/4/69	B&W	9 min.
	Pitching, Run and Sand Shots	11/11/69	C	12 min.
Science	Diffusion and Osmosis	9/15-19/69	B&W	11 min.
	Straightline Kinematics	9/24-30/69	B&W	34 min.
	Inertia	10/2-7/69	B&W	26 min.
	Hydrogen Atom	10/3-8/69	B&W	28 min.
	Forces	10/9-14/69	B&W	23 min.
	Mechanism of an Organic Reactor	11/6-12/69	C	20 min.
	Chemical Families	11/10-13/69	C	22 min.
	Coulomb's Law	11/13-18/69	C	30 min.
	Shapes and Polarities of Molecules	11/20-25/69	C	18 min.
	Gases and How they Combine	11/26-29/69	C	22 min.
	Ionization Energy	12/18-22/69	C	22 min.
	Gas Pressure & Molecular Collisions	12/18-23/69		21 min.
	Vibration of Molecules	12/18-23/69		
	A Magnetic Laboratory	1/7-9/70	B&W	20 min.
	Earth, Its Atmosphere	1/19-22/70	B&W	11 min.
	Mechanical Energy & Thermal Energy	1/24-27/70	C	28 min.
	Crystals & Their Structures	2/4-9/70	B&W	22 min.
	Coulomb's Constant Force	2/5-10/70	C	34 min.
	Millikan Experiment	2/12-17/70	C	30 min.
	Elementary Changes and Transfer of Kinetic Energy	2/19-24/70	C	34 min.
	Acid-Base Indicators	2/26-3/3/70	C	19 min.
	Introduction to Optics	3/26-31/70	C	23 min.
	Equilibrium	4/16-21/70	C	24 min.
	Sound Waves in Air	4/16-21/70	C	35 min.
	A is for the Atom	4/20/70	C	15 min.
	Birds of the Marshes	4/21-15/70	C	10 min.
	Electrochemical Cells	4/23-28/70		
	Electromagnetic Waves	4/27-5/1/70	B&W	30 min.

Next Weeks Films lists specifically films coming in for the following week

Films" a listing of films confirmed for the up-and-coming week. This list should be prepared and distributed early the week before it becomes effective. In essence, this list is a finalized compilation of all the films listed in the Master Confirmed Films Catalog and all of the other films which were listed in the strung out issues of supplements.

NEXT WEEK'S FILMS
January 19-23, 1970

(Teachers wishing to use any of the films listed below may do so by calling 733-4411 and asking for the Media Center)

DEPARTMENT			
Art	Brush in Action	B&W	10 min.
	Collage		
	Elements of Design: Line	B&W	9 min.
	Non-Objective Art	C	7 min.
Business	Typing Skills---Daily Job Techniques	C	13 min.
	What is a Corporation	B&W	11 min.
English	Jason and the Argonauts	C	
Home Ec.	The Story of Lemon Juice	C	10 min.
Industrial Arts	Crystals--An Introduction	C	25 min.
	Metals and Non-Metals	B&W	14 min.
	Metals Crystals in Action		30 min.
	Monument to the Dream	C	30 min.
	The Prevention & Control of Distortion in Arc Welding	C	20 min.
Physical Education	Advanced Tumbling	B&W	11 min.
	Beginning Tombling	B&W	10 min.
	Intermediate tombling	B&W	11 min.
	Simple Stunts	B&W	10 min.
Science	DNA: Molecule of Heredity	B&W	16 min.
	First Many-Celled Animals	C	15 min.
	Galvani & Volta	B&W	15 min.
	Hormones	C	28 min.
	The Invertebrates	B&W	14 min.
	Path to Space	B&W	28 min.
Social Studies	Background to Const. Convention	B&W	30 min.
	Black History: Lost, Stolen or Strayed	B&W	54 min.
	Egypt: Cradle of Civilization	B&W	12 min.
	English History: Earliest Times to 1066	B&W	10 min.
	The French Revolution	B&W	17 min.
	Greece: Land and the People	C	11 min.
	Italy: Land and the People	C	13 min.
	Life in Ancient Greece: Role of the Citizen	C	11 min.
	Life in Ancient Greece: Home and Education	C	11 min.
	George Mason: Profiles in Courage I & II	C	50 min.
	Spain and Portugal	C	16 min.

All teachers in the district may use the films listed. However the teacher requesting the film must pick up and return.

ARRIVAL OF FILMS

ONCE the film arrives it is necessary to determine if the requesting teacher has scheduled specific showing times. This is done by pulling and checking the film schedule form.

IF a requesting teacher has already booked specific showings of the film a Movie Arrival Notice is sent as a reminder. Other teachers w h o might have booked the film are also sent notices.

IN the case that the requesting teacher has not previously scheduled the use of the film, an invoice is attached to the Movie Arrival Notice and sent to the teacher to be filled out and returned.

IT is at this time that the film schedule is punched on the "IN" space to indicate that the film is in stock. The same is done when the film is returned except that it is punched in the "OUT" space.

ALSO at this time the "first show date" inventory card is pulled and placed in a return date file for films in stock. This card is filed behind the day after the last show date, as this is the basic rule as when to return films. When the film is returned then the "first show date" inventory card is refiled in its original file.

SPACIOUS physical facil-

Movie Arrival Notice

MOVIE ARRIVAL NOTICE

TO: (date issued:) 1-17-69

(Mr.) Mrs. Tharp Miss

This is an official notification from you Media Center's A-V Dept. that a 28 minute film titled: Hormones has arrived for your use from:
(X)Univ. of Mich. ( )County Bldg.
( )Mich.State Univ.( )Western-Mich. Univ. ( )Other(specify:)

Our records indicate that:

A. You have already scheduled this film for use as per a previous request. The details of this scheduled show date can be checked by referring to the confirmation form sent to you at the time when it was booked under Invoice No. _____. You may expect the film to arrive and be shown during the date(s) and time(s) which appear on the confirmation form. If you wish any changes at this time please check with us soon!

(B.) It was ordered by you for use between the dates of: 1-21-23-69. If you wish to see this film complete the attached requisition form soon as the film must be returned to its distributor by: 1-24-69 (this is the date it must leave our bldg.)

The above mentioned film has arrived in 1 reel(s) and we feel that it can be shown to you in 1 part(s) which will take 1 showing(s) of approximately 28 minutes each. All special preparations to accomplish this recommendation will automatically take place unless we hear otherwise from you immediately!
COMMENTS:

Stop in and see us if there are any questions.
C. St. Louis
A-V Director

INSTRUCTIONAL MATERIALS
REQUISITION

INVOICE NO._____

Name:_____

Date Submitted:_____
Date(s) you wish to use items:

1st. Choice date:_____

2nd. Choice date:_____
Indicate which periods you wish to use materials by placing the room number you will be in that particular period on the adjacent blank. If 4th. Hr. is used circle preferred lunch period & your A-V Asst.will take the one you take to correspond with your class schedule.

1st._____ 4th._____
A B C

2nd._____ 5th._____

3rd._____ 6th._____

Other:(specify)_____

Movies required:(list the titles and circle the periods on the lines below).

1._____
_____1 2 3 4 5 6

2._____
_____1 2 3 4 5 6

3._____
_____1 2 3 4 5 6

4._____
_____1 2 3 4 5 6

Check equipment you will require as listed below:
( ) Movie Set up ( ) Mobile Cart
( ) Tape Recorder ( ) Overhead Pj.
( ) Filmstrip Pj. ( ) Opaque Pj.
( ) Record Player ( ) Other(specify:)_____

NOTE: A confirmation form will be sent to you if the above request is at all possible. If not, a cancellation notice will be issued so we can try an alternative request.

C. St. Louis
A-V Director

Shelving of films

ities for the housing of films is a necessity when a high-usage film program, such as the one described in this booklet, is in operation.

IT should be noted at this point that some films require editing before they are labeled for shelving. This editing technique will be described in more detail on page 39.

SINCE the positioning of film titles on film cases or on film cans varies so much a film label has been devised to provide uniformity to film identification. Here again the title inventory card serves as a guide

Shelf Number 41

Hormones
(Movie Title)

Tharp (Teacher) 120 (Room)

Rental Source: (Circle One)

(U.of M.) M.S.U. W.M.U. County

Other _____

1-17-69 (Arrival Date) 1-24-69 (Return Date)

Requisition returned for booking

in completing this form. As this label is filled out a carbon copy is made and placed inside or affixed to the outside of the film's mailing case. This is done to help reduce mixups when films are mailed back to their distributor.

A LARGE number is stamped on the film label to identify its position in the film storage rack. Once the film is stored in the rack the title of the film is placed on a list which corresponds to the numbered slots so that easy location of the films in the rack can be achieved.

THE teacher(s) notified about the arrival of his film(s), if he hasn't previously scheduled it, fills out the basic requisition form attached to his movie arrival notice. Here he is given option as to show dates (two choices), the periods he wishes to view the film, and when he wishes to see more than one film per hour. This requisition form also serves as a basis for requesting audiovisual equipment other than just items necessary for using a film. Any special comments or personal needs can be stipulated on this form to adapt its usage to any peculiar needs the teacher may require

THE completed form is then returned by the teacher to the audiovisual office for processing which leads into the next phase of this model: "booking."

INSTRUCTIONAL MATERIALS
REQUISITION

INVOICE NO. 2782

Name: Tharp

Date Submitted: 1-17-69

Date(s) you wish to use items:

1st. Choice date: 1-21-69

2nd. Choice date: 1-22-69

Indicate which periods you wish to use materials by placing the room number you will be in that particular period on the adjacent blank. If 4th. Hr. is used circle preferred lunch period & your A-V Asst. will take the one you take to correspond with your class schedule.

1st. _____ 4th. 120 (A (B) C)

2nd. 120 5th. _____

3rd. 120 6th. 120

Other: (specify) _____

Movies required: (list the titles and circle the periods on the lines below).

1. Hormones
   _____ 1 (2)(3)(4) 5 (6)
2. _____
   _____ 1 2 3 4 5 6
3. _____
   _____ 1 2 3 4 5 6
4. _____
   _____ 1 2 3 4 5 6

Check equipment you will require as listed below:

(X) Movie Set up ( ) Mobile Cart
( ) Tape Recorder ( ) Overhead Pj.
( ) Filmstrip Pj. ( ) Opaque Pj.
(() Record Player ( ) Other(specify:) _____

NOTE: A confirmation form will be sent to you if the above request is at all possible. If not, a cancellation notice will be issued so we can try an alternative request.

C. St. Louis
A-V Director

BOOKING PROCEDURES

ONE of the major advantages of using a booking system similar to the following is that once a film is listed as definitely confirmed it can be scheduled (equipment, projectionists and all) as far in advance as preferred by the teacher(s). A film confirmed in September for use in May can be booked in September for use in May and nothing else need be done until it arrives.

WHEN the completed requisition is returned by the teacher to the audiovisual office - booking begins. The preferred show dates are checked on the Film Schedule Card to see if the film is free for the desired date(s) and school period(s). If the request cannot be filled

Film schedule is checked to secure film for specific show date, and invoice number entered.

FILM TITLE: Hormones

USE DATES: 1/21-23/1970

PERS

PROD

LENG

GRAD

Comm

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:		1-21-69	1-22-69	1-23-69	
1st.					
2nd.		2782			
3rd.		2782			
4th.		2782			
5th.					
6th.		2782			
DATE:					
1st.					
2nd.					
3rd.					
4th.					
5th.					
6th.					

CANCELLATION NOTIFICATION

_____ (date:)

Mr.
Mrs._____
Miss

The following will NOT be available as you requested. Please do NOT plan to use these materials until you have checked with us in the A-V Office. Stop by and we will attempt to reschedule your request.

Items not available as requested:

_____

_____

_____

_____

C. St. Louis
A-V Director

a Cancellation Notice is sent.

Cancellation

1-21-69 (use date) CONFIRMATION NOTIFICATION 2782 (invoice) (number)

TO: (Mr.) Mrs. Tharp Miss

We have processed your requisition and found the request possible to schedule as stated.
You will receive the following:

A. EQUIPMENT: (check one) - - - -
(X) Movie Set Up ( ) Mobile Cart
( ) Tape Rec. ( ) Overhead Pj.
( ) Filmstrip Pj. ( ) Opaque Pj.
( ) Record Player ( ) Other: (specify) _____

B. MATERIALS: (check one) - - - -
(X) Movies - ( ) Filmstrip(s) -
( ) Record(s) ( ) Tape(s) ( ) Other:

Title(s) of requested materials:
Hormones

C. All of the above will be delivered to you during the period(s) which appear below with you room number(s) on them. Note-if 4th. Hour is used we will take the same lunch as scheduled for you unless you specified otherwise.

1st.	2nd.	3rd.	4th.	5th.	6th.
	120	120	120		120
			A (B) C		

If there are any questions stop in and check with us - or - the above information will stand as is. NOTE: *SAVE THIS FORM FOR FUTURE REFERENCE!*
Always refer to bookings by their Invoice Number.

C. St. Louis
A-V Director

A METHOD of invoicing each booking is used with the aid of a mechanical self-inking numbering stamp which has the capability to repeat itself 5 consecutive times and then advance to the next number. Essentially there are five (5) seperate forms which are always used with each booking and therefore can be stamped at the same time. They are: - - - -

-The Requisition (filled out by the teacher).
-Confirmation Notice.
-Master Daily Equipment Use Schedule (A-V Clerk's copy).
-Master Daily Equipment Use Schedule. (Group Leader's copy)
-Equipment Tag.

THE information on the requisition which was provided by the teacher is used to fill out the following described forms. It is then placed in a file organized sequentially by Invoice Number.

Confirmation

THE second invoiced form, the Confirmation Notice, is sent to the teacher. It stipulates the exact use date, equipment which will be utilized, title of the film(s) and room(s) where materials are to be used. The use of Invoice Numbers provides quick reference if either the teacher or A-V Department desires to make changes in the use of the film, or check an original requisition.

THE next two invoiced forms, the Master Daily Equipment Use

Master daily equipment use schedule

Schedules, are identical in structure and information; their only difference being the color of paper stock on which they are printed. One form is for use by the adult audiovisual clerk, the other by the student group leader.

AS its name suggests this form depicts in a graphic and concise manner the maximum use of a piece of audiovisual equipment, in this case a motion picture projector, during a school day. It should be obvious that more than one requisition can be combined into the daily use of one projector, to obtain maximum equipment utilization if necessary.

ONE side of the form gives the basic information about the booking: the teacher(s) involved and their number(s), the type of equipment required, and a list of the film titles.

THE reverse side shows a break down of the six periods comprising the school day and the specific facets of each period: the teacher(s) involved (coded by number) the room(s) where the film will be shown, the specific film(s) to be used (coded by number from the reverse side) and the projectionist's number.

THIS form is the "brain" behind each individual booking, the key to "whats happening."

The fifth and final invoiced form is

2782 — INVOICE NUMBER:

MASTER SCHEDULE

1-21-69 — EQUIPMENT USE DATE:

Teacher(s) Number: 37 Name: THARP

Description of the Equipment used:

TITLE(s) OF THE FILMS TO BE USED: LENGTH:

1. HORMONES 28
2.
3.
4.

FIRST HOUR: Teacher's--- No. 37 Room No. 120 Visuals used: (1) 2 3 4 A-V Asst. Number- - 2-3	SECOND HOUR: Teacher's--- No. 37 Room No. 120 Visuals used: (1) 2 3 4 A-V Asst. Number- - 3-1	THIRD HOUR: Teacher's--- No. 37 Room No. 120 Visuals used: (1) 2 3 4 A-V Asst. Number- - 4-2
FOURTH HOUR: (A) B C Teacher's--- No. 37 Room No. 120 Visuals used: (1) 2 3 4 A-V Asst. Number- - 6-4	FIFTH HOUR: Teacher's--- No. Room No. Visuals used: 1 2 3 4 A-V Asst. Number- -	SIXTH HOUR: Teacher's--- No. 37 Room No. 120 Visuals used: (1) 2 3 4 A-V Asst. Number- -

Equipment Tag

EQUIPMENT TAG

INVOICE NO. 2782

Date: 1-21-69

HOUR:	TEACHER:	ROOM:	ASST.
1st.			
2nd.	THARP	120	2-3
3rd.	THARP	120	3-1
4th. (lunch: A (B) C)	THARP	120	4-2
5th.			
6th.	THARP	120	6-4

Other: (specify- -)

MOVIES OR MATERIALS TO BE USED:

1. HORMONES 1 (2) (3) (4) 5 (6)
2. _____ 1 2 3 4 5 6
3. _____ 1 2 3 4 5 6
4. _____ 1 2 3 4 5 6

Special comments:

( ) This set up requires a 2,000 ft. take-up reel.
( ) _____ has their own film(s) and will give them to you when you arrive.
( ) This set up requires a wide angle lens (cinemascope).
( ) You are missing film(s) No(s). ____ ____ as it is being shared with another teacher, check comments below.

COMMENTS:

LEAVE ALL TAGS ON CART WHEN YOU COMPLETE YOUR ASSIGNMENT!

the Equipment Tag. This label is attached to the required equipment. It serves as the key label which shows the use schedule of the equipment to which it is attached as well as the student assistants who are assigned to transport and operate it each hour of the day. The instructors and Invoice Number which appear on this tag are vital to direct each A-V Assistant to his properly assigned equipment, where to take it, and which film to show.

Movie "Set Up"

A MOVIE "set up" is specifically comprised of: a mobile cart, a movie projector, take-up reel and an extension cord (and screen if one is not permanently mounted in showing rooms). Movie set-ups are the only items of audio visual equipment which are consistently set up and left set up due to their excessive use. All other audiovisual equipment is set up as requested.

Assignment-Direction Forms are prepared for each student assistant

ABOVE all, the student assistant Assignment-Direction Forms are the key to activating all of the previous book work. This form provides 95% of all directions necessary to have any quantity of assistants do almost anything as the form demonstrates.

IT is always advisable to have some sort of structured system to

3-1 A-V Asst. No. Take: A B C Lunch 1-21-69 Date:

(follow the instructions checked on both sides of this assignment sheet. ASK US if in doubt.)

This assignment is: ( )Regular. ( )Pick-up only. ( )Delivery only. ( )Delivery & Pick-up only. ( )*SPECIAL!* Check comments on bottom of back.

FIRST - You are to:

_____Report to the Equipment Room, pick-up and deliver Invoice No._____to Room No._____

2 Report to Room No. 120 and operate the equipment which is already in this room under Invoice No. 2482

_____Report to Room No._____pick-up equipment under Invoice No._____and return it to the Equipment Room and check it in. Do this at:
( )The beginning of the hour.
( )At the end of the hour.
( )At approximately:

SECOND - You are to:

1 Remain in the room and operate the equipment for the teacher in charge.

_____Leave the equipment in the room and return to the A-V Office as the teacher in charge will operate the equipment.

THIRD - You are to:

1 Leave the equipment in the same room, rewind the film and prepare the equipment to be used again for 4th hour.

_____Rewind film and take the set-up to Room No._____. Politely knock and place the equipment inside the classroom for the next A-V Assistant to operate during_____hour.

(follow the instructions on the reverse side- -)

(side 2)

THIRD STEP CONT'D:

_____Rewind the film and return the entire set-up to the Equipment Room and prepare it to be used again today during_____hour.

_____Rewind the film and return the entire set-up to the Equipment Room and shut down the equipment as it will NOT be used again.

_____If you have a Pick-Up at the end of the hour, help out in the A-V Office until it is time to make the pick-up.

_____Help out in the A-V Office as yOur specific assignment for the day is done.

COMMENTS:

( ) Move fast! as you have a_____minute movie to show and it will take all hour.

( ) You will need a 2,000 ft. take-up reel!

( ) This is a cinemascope movie. You will need the special lens and a 2nd. screen is necessary. Make sure you check this out.

( ) One of the films you are to show is going to be shown again this hour by another teacher, check on the details below.

A-V ASSISTANT REPORT WHICH MUST BE SIGNED BY THE TEACHER IN CHARGE OF THIS ASSIGNMENT!

My A-V Assistant was: ( )Satisfactory ( )Unsatisfactory

Comments:

_____
teacher's signature:

If assignment is not done, or if any other problems arise (i.e., attendance, behavior, etc.) student is notified and allowed five mishaps before being dropped.

be able to keep track of student assistants involved in the program - - particularly a large program. It is difficult to have a consistently strong grading approach to evaluate the degree of involvement each student has with the program. This being the case a point system has been structured allowing each student five points per year which are removed one by one (or more if necessary) as problems develop. When the points have been expired the student is simply dropped from the program with no credit.

ASST. NO. _____ VIOLATION NOTIFICATION Date Issued: _____

NAME: _____

Our records show that:

_____ Your student assistant assignment sheet was not turned in on _____, under _____. (date:) (Inv. No.)

_____ There was not a signature on your student assistant assignment sheet for _____, under _____. (date:) (Inv. No.)

_____ Your student assistant assignment sheet was marked as being unsatisfactory for _____, under _____. (date:) (Inv. No.)

_____ You were absent on _____ and we have not as yet signed you admit slip which excused you for the absence.

_____ You had an unexcused absence on _____ (date) and this counts against your record at ____ point(s).

_____ Special comments:

This particular notice counts as _____ points against you five allocated for the semester. All totaled you now have only _____ points left before you are automatically dropped from this course without any academic credit.

You have until _____ to correct the above mentioned problem. If we do not hear from you by then the points mentioned above will automatically go into effect.

C. St. Louis
A-V Director

SUMMARY

THE film service model described in this handbook works. Developed over a period of seven years, it has remained essentially stable the last three of these years.

THE crux of its success lies not only with the highly structured procedures and accompanying forms, but more so because of the student service philosophy which makes the whole program go. Without a rather large group of competent, responsible students, who have been unified into a group by common goals, this film service model would not work.

A PROGRAM of this type has also demonstrated its effectiveness to appeal to students with widely varying interests and abilities. It provides a unique opportunity for students to make significant contributions to their own academic community. The internal structure of the program (i.e. the group leader concept) provides for student involvement at varying levels of responsibility.

ALSO important to the total success of this type of a complex program is adequate adult supervision. In short, a good clerk can run the program. However, it takes a dynamic type of individual with leadership characteristics who can constantly stay on top of the program and at the same time be aware if students are meeting their responsibilities.

ONCE in operation such a program relieves the professional building audiovisual coordinator from a great deal of direct involvement in the clerical administration of the instructional film program. He has more time to engage himself more directly with instructional related tasks.

BESIDES the human elements, the strength of this film service program is reflected in the many forms which direct all aspects of the service. Experience has demonstrated that such forms must not only be tailored to the local educational structure, but also must be extremely specific. The student assistant Assignment-Direction Form (page 34) is an excellent example of this concept.

OTHER particular strengths of this film model are: (1) A clerely defined selection procedure which not only makes it easy for instructors to order the films they want and need, but also allows for the creation of a data bank to assist in future ordering. (2) The ability of the system to completely schedule the use of a film (i.e. Book it) equipment, projectionists and all, weeks or months before the film actually arrives in the building.

IT is not expected, or really intended, that this model be taken per se and set into operation elsewhere. Numerous local adaptations would obviously be required. However, the overall concepts conveyed have relevance to any structure for the administration of instructional films at the building level. It is hoped that the various forms and accompanying commentary have served as a sort of "educational marketplace" from which the reader has had the chance to pick and choose ideas which meet his own unique needs.

USE OF FEATURE FILMS

THE value of full length "Hollywood" entertainment films for educational use has long been recognized, and a great number of such films are available in 16mm format. In general, the use of such feature films is the same as for educational films except for a few special considerations concerning: selection, ordering, booking, editing and evaluation.

selection

FEATURE films are expensive, have long running times, and are often not desirable for classroom use. Their selection should be handled with greater care and thought than a regular educational film. Most distributors of feature films prepare careful and thorough catalogs listing sufficient information to give the average teacher enough criteria to make a wise and intelligent selection. In addition to title, length, color, scope, producer and a brief description of each film, most catalogs will list audience level and how it has been rated and awarded by different organizations who reviewed it. However, it is important to note that many highly awarded films are not appropriate for youngsters to see without an extremely thorough preparation. Films rated "M", "R", and "X" can be brought into the school and shown to all where the individual student couldn't see it in the local commercial movie theaters.

THE scheduling of feature films should be a special unoccasional event. They are best used to motivate children to a high interest level which may be the kick-off point, intermediate explanation, or summary of a teaching unit. There are many films which cover a great deal of subject ground in their footage. For example, for a quick, motivating introduction to an era the film "The Fall of the Roman Empire" enhances all the major concepts which ended one major era of history and brought on a new one.

MANY times a feature film will illustrate a point with simple perfection and all the motivating techniques and advantages a multi-million dollar production budget can give. A very difficult concept to teach which might take many laborous weeks of teaching effort can often be resolved for a few dollars, the fee for the film, and wot or maybe three hours, the time it takes to see the film.

ordering

THERE are numerous distributors of feature films. However, in the opinion of the authors, only a few are worth dealing with. Great differences in price can be found from one company to another for the use of the same feature film. It is not too unusual to find differences ranging from ten to seventy-five dollars. Since feature films do cost much more than regular educational films, the source and the fee they charge should be a major factor in where films are ordered from.

OFTEN it is highly advisable to order a film as far in advance as possible, even a year ahead of the show date if possible. Many feature films, especially seasonal films are booked-up by their distributors a year or more ahead of time.

WHEN ordering features it is advisable to specify that the film is to be used for a public high school on a non-profit basis, that it is to be used for one day only, and that your audience size shall remain quite small, around 45 students or less. This criteria will enable you to probably qualify for the lowest rate, since distributors vary their rates according to the above mentioned data.

SOME films selected will only be available in Cinemascope, for which a special wide angle lens is necessary. They can be rented from many film distributors for a fee around ten dollars a showing. However, these lenses can be purchased for about one hundred dollars. If the screening of Cinemascope films occurs five or more times a year it would be more economical in the long run to purchase a lens.

booking

ALMOST all feature films exceed sixty minutes in length, and often run as long as 180 minutes and up. Since most schools on the secondary level, grades seven through twelve, conduct classes in modules of from forty to sixty minutes a film exceeding class time must be shown in parts on two or more consecutive days. For effective scheduling, feature films generally require editing into segments capable of being shown during a class period. More on this editing procedure later.

ONCE edited the various reels can be cycled to achieve maximum use of the film. For example, in a three reel feature; reel one could be scheduled Monday, reel two on Tuesday, and so on. On Tuesday another class could be scheduled for reel one, then reel two on Wednesday, and so on. Ideally the feature could complete three cycles in a weeks time, with the last class seeing reel three on Friday. The major drawback to such a cycling process would be a Cinemascope film which would require three wide angle lenses. This may prove to be financially burdensome. It should be noted at this point, that Cinemascope films also require a wide screen. Two regular screens positioned side-by-side with a strip of white adhesive tape masking the black border of the overlaping screens is quite adequate. Regular Cincmascope screens, of course, may be purchased.

editing

IN using a multi-reeled film such as a feature or even a two part film, it is occasionally desirable to edit them into one reel or a series of reels different from the way they arrive. This is done when it is necessary to squeeze as much viewing time as possible into a specific school period.

FEATURE films may arrive in as many as six reels for the same film. As indicated earlier, it is apparent that films of this nature must be shown in segments on successive days, since most schools only allocate forty to sixty minutes per class period.

IT is highly desirable to acheive maximum viewing time within a single class period in an attempt to conserve time and minimize the number of periods it would take a class to view the entire film. This permits greater flexibility in booking.

EQUIPMENT for editing should consist of two heavy duty rewind

units each with its own brake; an editor-viewer so that each frame can be seen and isolated as the film is being edited, and a quality splicer. Also required will be long run reels with at least a 2,000 to 2,400 foot film capacity. (The standard projector reel holds 1,600 feet of film for which the running time is around forty-five minutes.) In addition, two colors of leader should be stocked, one color for the "head" and the other for the "tail" of the edited film.

EDITING feature films takes some slight experience but primarily an eye for continuity of scenes in the film to be edited. The number of parts a feature film is to be divided into is arrived by dividing its total running time by the length of the standard class period. So a 150 minute feature film would logically be divided into three parts if the class period were forty-five minutes. A feature film of this length would more than likely arrive in four 1600 foot reels, and therefore have to be edited into three 2,000 foot reels.

THE editing itself is simple. The original 1,600 foot reels are rewound onto the 2,000 foot reels and cut as close as possible to the required time point. It is advisable to cut as close to a major scene change in the film as possible so that the end of each newly edited part will leave off at a high psychological point. This is easily done with the use of the viewer previously mentioned. Once the film is cut, leader for the tail and head should be spliced on and labeled with the title, and part number. It should be noted that all films come with leader at both ends. This should not be removed, but just spliced together when the occasion arrives. This simplifies the reverse process of seperating the films back into their original reels when usage is completed.

evaluation

IT is essential when using feature films to follow up their use with a written evaluation. The basis for stressing such evaluations are: (1) To add documented support for large rental fees, and (2)To accrue reference data for future feature film selection.

THE rental costs for feature length films can range anywhere between fifty to two hundred dollars. Such high fees for films which seem at first glance to be purely of an entertainment nature are always subject to question. Supportive data concerning the utilization of all feature films should be constantly maintained. An up-to-date file containing film evaluations, and other supportive data should be kept on each feature film used, to provide immediate reference if problems arise.

DUE to the fact that in feature film use learning is a by product since most features are structured primarily to motivate and entertain, it is vital to have teachers discern to what degree the learning aspect of the film was impacted on the minds of the viewers. Since any feature film would have been selected with the upmost care and thought the odds are high for a positive response from the film's use.

ADVANTAGES OF EDUCATIONAL FILMS

The motion picture has the power to communicate many concepts involving motion:

- The movements of objects too slow to be seen by an observer.
- The movements of objects too fast to be analytically observed.
- The motion involved in depicting the relationships of objects and flow of events seperated by intervals of time and space.
- The motion of the unseen.
- The motion of the imaginary and of abstraction.
- The motion of rhythm.
- The motion involved in the interaction and flow of ideas between people.

The motion picture has the power to communicate ideas in a relative concrete manner not possessed by language.

Motion pictures are economical on time.

The motion picture as an art form may be used to develop aesthetic and emotional values.

Motion pictures have the power to see objects too tiny to see by the eye alone.

The motion picture has the power to see objects too far away.

The motion picture has the power to bring all the arts together; motion pictures, drawings, color, voice, music, dance, in a combination to produce a planned result.

The motion picture has the power to present the past, the present, and the future.

Motion pictures are particularly successful in showing relationships of things, ideas and events.

Motion pictures can increase reading interest.

Motion pictures bring variety to methods of instruction.

The motion picture may be used instead of a textbook as a central theme of a unit.

The motion picture may be used in connection with all types of learning:

- Development of motor skills.
- Development of perception.
- Builds associations and memory.
- Development of understandings.
- Develops emotional experiences of educational value.
- Develops problem solving.
- Develops attitudes, ideas and appreciations.

The motion picture may be used to facilitate the transfer of abstract concepts to concrete situations.

The motion picture has the power to present information and ideas which cannot be presented in any other way.

The motion picture can be used to develop common perceptive backgrounds and experiences.